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ABSTRACT

The West Virginia music study program is a public school K-12 curriculum sequence. This program is divided into the four principal areas of: (1) general classroom music; (2) string instrumental music; (3) wind and percussion instrumental music; and (4) choral music. The general classroom music program is an early and middle childhood sequence of study that provides a basic introduction to music for all students through singing, playing rhythm instruments, listening to music, and reading notation. The string instrumental curriculum is offered to early and middle childhood and adolescent students with an emphasis on teaching violin, viola, and double bass. The wind and percussion instrumental program, a middle childhood and adolescent student offering, provides skill development in playing standard brass, woodwind, and percussion instruments that are used in bands and orchestras. The choral music program develops singing voices in middle childhood and adolescent students. Within each of the principal areas, this document identifies specific learning levels, skills to be developed, and stated learning outcomes. (JHP)

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ED290655

MUSIC PROGRAM OF STUDY:

EDUCATIONAL PROGRAM DEFINITION

West Virginia Department of Education
Capitol Complex
Charleston, WV 25305

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Program of Study

Areas of Study

Learning Outcomes

Music

MUSIC PROGRAM OF STUDY

The music program of study is a K-12 curricular sequence which constitutes the subject matter to be offered in the public schools of West Virginia. An area of study is a logical subdivision of the subject matter contained within a program of study. Four principal areas of study comprise the music program of study: Classroom/General Music, Instrumental Music--Strings, Instrumental Music--Winds and Percussion, and Choral Music.

Area of Study: Classroom/General Music

The area of study, Classroom/General Music is an Early Childhood and Middle Childhood sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study provides a basic introduction to music for all students through activities in singing, playing classroom rhythm instruments, listening, moving to music, and reading notation.

Early Childhood Education

Level K - This level of study provides an introduction to the basic elements of music: melody, harmony, form, rhythm, tempo, dynamics and timbre through both rote and discovery learning.

Level 1 - This level emphasizes the development of elementary concepts of the basic elements of music through performing (singing, playing, moving to music), listening, reading simple melodic and rhythmic patterns and through creative activities.

Level 2 - This level provides for further development of musical concepts, e.g., pentatonic scale, tonic chord, binary form.

Level 3 - This level within the area of study provides for further refinement of musical concepts through the introduction of new material, e.g., letter names of notes, ternary (A-B-A) form, rounds.

Level 4 - This level within the area of study provides for the further refinement of musical skills and concepts, e.g., triads, rondo (A-B-A-C-A) form.

Middle Childhood Education

Level 5 - This level of study provides for the refinement of musical skills and concepts, e.g., major scales, dotted notes, through activities in performing, analyzing and creating music.

Level 6 - This level of study provides for the further refinement of musical skills and concepts, e.g., harmonization, syncopation, through activities in performing, analyzing and creating music.

Level 7 - This level provides for the refinement of musical skills and concepts, e.g., meter changes, twelve bar blues, and for the application of knowledge to advanced activities in performing, analyzing and creating music.

Level 8 - This level provides for the refinement of musical concepts, e.g., harmonization, augmentation, and diminutation, and for the application of knowledge to activities in performing, analyzing and creating music.

J2/V4

Area of Study: Classroom/General Music

The area of study, Classroom/General Music, is an Early Childhood and Middle Childhood Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study provides a basic introduction to music for all students through activities in singing, playing classroom rhythm instruments, listening, moving to music, and reading notation.

Early Childhood Education

Level K - This level of study provides an introduction to the basic elements of music: melody, harmony, form, rhythm, tempo, dynamics and timbre through both rote and discovery learning.

Learning Outcomes - The learner will:

1. Identify and demonstrate high and low pitches.
2. Demonstrate the contour of a melody.
3. Demonstrate stepwise patterns.
4. Perform skipwise patterns.
5. Perform the melodic patterns sol to mi and mi to sol.
6. Recognize pictorial representation for high and low tones, (e.g., sol and mi).
7. Differentiate between a melody played alone and a melody played with accompaniment.
8. Distinguish between same and different musical phrases and/or sections.
9. Demonstrate the beat of a musical composition.
10. Demonstrate the melodic rhythm of a song.
11. Demonstrate fast and slow tempos.
12. Demonstrate loud and soft dynamics.
13. Recognize the unique quality of his/her own voice.
14. Identify classroom rhythm instruments.

Level 1 - This level emphasizes the development of elementary concepts of the basic elements of music through performing (singing, playing, moving to music), listening, reading simple melodic and rhythmic patterns and through creative activities.

Learning Outcomes - The learner will:

1. Aurally and visually identify stepwise patterns.
2. Aurally and visually identify skipwise patterns.
3. Manipulate notation for the tones sol and mi.
4. Perform melodic patterns using the tones sol, mi and la.
5. Manipulate notation for the tones sol, mi and la.
6. Read notation for the tones sol, mi and la.
7. Perform melodic patterns using the tones sol, mi and do.
8. Perform melodic patterns using the tones do, re and mi.
9. Create an original tune.
10. Demonstrate the phrase structure of a composition.
11. Distinguish beat and melodic rhythm.
12. Perform from standard notation rhythm patterns using , and .
13. Demonstrate accents of strong and weak beats.
14. Demonstrate tempo changes within a piece.
15. Demonstrate dynamic changes.
16. Distinguish between male and female voices.
17. Distinguish between pitched and non-pitched instruments.

B1/VER15

Level 2 - This level provides for further development of musical concepts, e.g., pentatonic scale, tonic chord, binary form.

Learning Outcomes - The learner will:

1. Manipulate notation for the tones mi, sol, la and do.
2. Read notation for the tones mi, sol, la and do.
3. Perform songs based upon the pentatonic scale.
4. Identify the tonal center of a melody.
5. Create an original composition (e.g., tune, sound-story).
6. Identify "chord" (e.g., do-mi-sol).
7. Manipulate notation for the chord built on do.
8. Participate in playing the chord built on do.
9. Identify, from notation, like and different phrases.
10. Interpret the repeat sign.
11. Identify an introduction in music which is heard.
12. Identify binary (A-B) form.
13. Perform from standard rhythmic notation patterns using: , , , and .
14. Demonstrate rhythmic accents of meters in two and three.
15. Relate the term, tempo, to the speed at which a piece is performed.
16. Interpret the symbols p and f (piano and forte) in a muscial performance.
17. Identify soprano and bass voices.
18. Aurally distinguish the sounds of instrumental families through a representative instrument of each family (strings, brass, woodwinds, and percussion).

C1/VERI5

Level 3 - This level within the area of study provides for further refinement of musical concepts through the introduction of new material, e.g., letter names of notes, ternary (A-B-A) form, rounds.

Learning Outcomes - The learner will:

1. Perform songs based upon the major scale.
2. Identify, by letter name, notes on a staff with treble clef.
3. Manipulate notation for the pentatonic scale.
4. Read notation for songs based upon the pentatonic scale.
5. Improvise a pentatonic melody.
6. Create and notate an original composition.
7. Recognize occurrence of chord changes.
8. Participate in performing two-part rounds.
9. Play (or sing) an ostinato accompaniment.
10. Identify ternary (A-B-A) form.
11. Recognize sequential patterns presented aurally and visually.
12. Demonstrate understanding of D. C. al Fine.
13. Perform, from standard notation, rhythm patterns using .
14. Identify by name and whole note ( ), half note ( ), eighth notes ( ), whole rest ( ), half rest ( ), and quarter rest ( ).
15. Demonstrate rhythmic accents of meters in two, three and four.
16. Interpret meter signatures of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.
17. Demonstrate a fermata.
18. Perform a ritard (rit., ritardando) in a musical composition.
19. Perform an accelerando in a musical composition.
20. Interpret the symbols mp and mf (mezzo piano and mezzo forte) in a musical performance.
21. Distinguish between a vocal solo and an ensemble performance.
22. Aurally and visually identify: violin, string bass, trumpet, tuba, clarinet, bassoon, and timpani.

Level 4 - This level within the area of study provides for the further refinement of musical skills and concepts, e.g., triads, rondo (A-B-A-C-A) form.

Learning Outcomes - The learner will:

1. Manipulate notation for melodic patterns based upon the C major scale.
2. Read notation for melodies based upon the C major scale.
3. Perform songs based upon minor scales.
4. Demonstrate the function of # and b.
5. Manipulate notation for sharps and flats.
6. Create and notate an original composition.
7. Play the I, IV and V triads of C major.
8. Participate in the performance of a three-part round.
9. Participate in the singing of partner songs.
10. Identify a coda in music which is heard.
11. Demonstrate understanding of multiple endings.
12. Identify rondo form (e.g., A-B-A-C-A).
13. Perform from standard notation, rhythm patterns including .
14. Identify by name sixteenth notes.
15. Perform, from standard notation, rhythmic patterns including .
16. Explain the tempo markings allegro and adagio.
17. Perform a crescendo in a musical composition.
18. Perform a decrescendo in a musical composition.
19. Identify soprano and alto voices.
20. Describe the method(s) of tone production for each family of instruments (strings, woodwinds, brass, percussion).
21. Identify instruments of the string family: violin, viola, 'cello, stringed bass, and harp.
22. Identify instruments of the woodwind family: flute, clarinet, saxophone, oboe, and bassoon.

23. Identify instruments of the brass family: trumpet, French horn, trombone, and tuba.

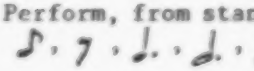
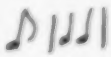
24. Identify instruments of the percussion family: bass drum, snare drum, timpani, xylophone, cymbals, and tambourine.

E2/VERI4

Middle Childhood Education

Level 5 - This level of study provides for the refinement of musical skills and concepts, e.g., major scales, dotted notes, through activities in performing, analyzing and creating music.

Learning Outcomes - The learner will:

1. Aurally distinguish between songs in major and minor keys.
2. Manipulate notation for melodic patterns based upon the C and G major scales.
3. Read staff notation for melodies based upon the C and G major scales.
4. Play the pattern of whole and half steps for a major scale.
5. Create and notate an original composition (major key).
6. Perform from notation the I, IV and V triads of C and G major.
7. Perform a descant.
8. Sing (or play) two-part songs.
9. Identify theme and variations.
10. Demonstrate understanding of D. S.
11. Perform, from standard notation, rhythmic patterns including  and .
12. Identify by name the eighth note ( ), eighth rest ( ), dotted quarter note ( ), and dotted half note ( ).
13. Perform, from written notation, an anacrusis (e.g.,  etc).
14. Interpret tempo moderato.
15. Interpret the symbols pp and ff (pianissimo and fortissimo) in a musical composition.
16. Identify tenor and bass voices.
17. Aurally identify the occurrence(s) of the four families of instruments within an orchestral composition.

Level 6 - This level of study provides for the further refinement of musical skills and concepts, e.g., harmonization, syncopation, through activities in performing, analyzing and creating music.

Learning Outcomes - The learner will:

1. Identify the C, F and G major key signatures.
2. Perform at sight a melody in C, F or G major.
3. Identify the bass clef sign.
4. Create a minor melody.
5. Write (and perform) notation for the I, IV and V^7 chords of C, F, and G major.
6. Select chords to harmonize a melody in C major.
7. Aurally recognize subject entrances in a fugue.
8. Distinguish between opera and operetta/musical.
9. Demonstrate rhythm accents of meter in 6.
10. Interpret meter signatures of $\frac{6}{8}$, $\frac{2}{2}$, C and $\frac{4}{4}$.
11. Perform music, from notation, including tied half, quarter and eighth notes.
12. Perform, from notation, the syncopated rhythm pattern .
13. Interpret the term a tempo.
14. Identify sforzando (sfz) and forte-piano (fp).
15. Compare the use of dynamics in two compositions.
16. Identify the occurrence of soprano, alto, tenor, and bass voices within a choral composition.
17. Describe the method of tone production for piano, harpsichord, pipe (or electronic) organ.
18. Identify folk instruments and the manner in which they are played.

Level 7 - This level provides for the refinement of musical skills and concepts, e.g., meter changes, twelve bar blues, and for the application of knowledge to advanced activities in performing, analyzing and creating music.

Learning Outcomes - The learner will:

1. Identify, by letter name, notes on a staff with a bass clef.
2. Read melodic patterns written in bass clef.
3. Perform at sight a melody in C, F, Bb, Eb, G, D or A major.
4. Identify the C, F, Bb, Eb, G, D or A major key signatures (treble and bass clefs).
5. Sing (or play) the roots of the I, IV and V^7 chords of major keys to produce harmony.
6. Sight read a two-part song.
7. Sing (or play) three-part songs.
8. Create an ostinato accompaniment.
9. Perform a twelve-bar blues composition.
10. Perform, from notation, a composition including meter changes. (this should be limited to changes involving $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{2}{2}$, C, ¢.)
11. Perform, from notation, music in 5, 7 or 9.
12. Compare the tempos of two, or more, movements or compositions.
13. Identify the markings subito p and subito f.
14. Identify standard choral ensembles: mens' ensemble, womens' ensemble, and mixed ensemble.
15. Identify standard instrumental ensembles: orchestra, band, woodwind quintet, brass choir, percussion ensemble, and string quartet.
16. Identify electronically produced sounds.

H1/VERI5

Level 8 - This level provides for the refinement of musical concepts, e.g., harmonization, augmentation, and diminution, and for the application of knowledge to activities in performing, analyzing and creating music.

Learning Outcomes - The learner will:

1. Identify the key of songs written in C, F, Bb, Eb, G, D and A major.
2. Improvise a passage at least four measures in length.
3. Perform melodic minor songs.
4. Perform modal songs.
5. Select chords to harmonize a melody in C, F or G major.
6. Demonstate ability to follow a three-part score using bass and treble clefs.
7. Describe (in terms of three musical elements) three movements of a suite.
8. Recognize the thematic material presented and developed in sonata allegro form.
9. Perform from notation, a composition including meter changes involving irregular meters in 5, 7 and 9.
10. Identify score notation of rhythmic augmentation and diminution.
11. Create and notate a rhythmic composition.
12. Explain the use of tempo(s) to provide unity and/or contrast within a composition.
13. Interpret tempo rubato.
14. Explain the use of dynamics as a device providing unity and/or contrast in a composition.
15. Explain the use of timbre to provide unity and contrast within a composition.

I1/VERI5

Area of Study: Instrumental Music--Strings

The area of study, Instrumental Music--Strings, is an Early Childhood, Middle Childhood, and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing violin, viola, 'cello, or double bass.

Early Childhood, Middle Childhood, Adolescent Education

Instrumental Music--Strings I
Levels 4-12 - This level of the elective area of study provides for development of basic playing skills, e.g., first position fingerings, detache bowing, pizzicato.

Middle Childhood, Adolescent Education

Instrumental Music--Strings II
Level 5-12 - This level provides for the further development of playing skills, e.g., string crossings, martele bowing, portato bowing.

Instrumental Music--Strings III
Levels 6-12 - This level of study provides for the further development of playing skills, e.g., finger positions, spiccato, natural harmonics.

Instrumental Music--Strings IV
Levels 7-12 - This level of study provides further development of playing skills, e.g., double stops, vibrato.

Instrumental Music--Strings V
Levels 8-12 - This level of study provides for the further development of playing skills, e.g., additional finger positions, ensemble playing.

Adolescent Education

Instrumental Music--Strings VI
Levels 9-12 - This level of study provides for the refinement of playing skills, e.g., higher finger positions, artificial harmonics, chords, meter changes.

Instrumental Music--Strings VII
Levels 10-12 - This level of study provides for the refinement of playing skills, e.g., embellishment, double stops in higher positions, arpeggios, ensemble playing.

Instrumental Music--Strings VIII
Levels 11-12 - This level of study provides for the further refinement of playing skills, e.g., upper positions, double stops--octaves and fifths, mechanical adjustment of instruments. The Baroque suite and sonata allegro form are studied.

Instrumental Music--Strings IX
Level 12 - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and stylistic interpretation. The symphony and concerto forms are studied.

T1/V4/86

Area of Study: Instrumental Music--Strings

The area of study, Instrumental Music--Strings, is an Early Childhood, Middle Childhood, and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing violin, viola, 'cello, or double bass.

Early Childhood, Middle Childhood, Adolescent Education

Instrumental Music--Strings I

Levels 4-12 - This level of the elective area of study provides for development of basic playing skills, e.g., first position fingerings, detache bowing, pizzicato.

Learning Outcomes - The learner will:

1. Play at sight melodies in G and D.
2. Play from memory the major scales of G and D.
3. Identify the tonal center of melodies in the major keys of C, G and D.
4. Use detaché bowing to play legato melodies.
5. Play legato melodies marked with 2-note slurs.
6. Perform non-legato melodies (staccato).
7. Match pitches.
8. Identify octaves played in tune.
9. Play octaves.
10. Play phrases.
11. Play like and unlike phrases.
12. Interpret the meaning of the repeat sign.
13. Keep a steady beat.
14. Play meter in 2, 3 and 4.
15. Play tied notes.
16. Play in tempo andante and in tempo moderato.
17. Play a piece utilizing piano and forte.
18. Differentiate between pizzicato and arco playing.
19. Distinguish between good and bad pizzicato tone quality.

20. Play pizzicato with good tone quality.

21. Play with resonant tone.

K2/V4/86

Middle Childhood Education, Adolescent Education

Instrumental Music--Strings II

Level 5-12 - Level II provides for the further development of playing skills, e.g., string crossings, martele bowing, portato bowing.

Learning Outcomes - The learner will:

1. Play at sight melodies in C, G and D major.
2. Play from memory the major scales of C, G and D major.
3. Play tenuto melodies.
4. Play legato melodies marked with 2- and 3-note slurs.
5. Play slurred melodies incorporating string crossings.
6. Play with martelé bow stroke.
7. Play with portato (louré) bow stroke.
8. Play non-legato melodies. (Detached slur, up to four notes on a bow stroke.)
9. Perform melodies using chromatic tones.
10. Perform sequences.
11. Differentiate among unisons, octaves and fifths.
12. Perform octaves and unisons. (One finger and one open string.)
13. Perform at sight unisons and octaves. (One finger and one open string.)
14. Play a duet.
15. Participate in the performance of a three part round.
16. Play like and unlike musical phrases and/or sections.
17. Identify binary form.
18. Identify ternary form.
19. Play at sight a melody written with accents.
20. Interpret a fermata.
21. Play in tempo allegro and in tempo adagio.
22. Interpret ritardando.

23. Interpret crescendo and decrescendo.

24. Interpret accents.

25. Play melodies using a resonant tone.

26. Play melodies using intense tone.

27. Distinguish between correct and incorrect resonant tone.

28. Distinguish between correct and incorrect intense tone.

29. Distinguish between appropriate and inappropriate tone quality.

L2/V4/86

Instrumental Music--Strings III

Levels 6-12 - This level of study provides for the further development of playing skills, e.g., finger positions, spiccato, natural harmonics.

Learning Outcomes - The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of position(s) other than first. (These positions are different for the various stringed instruments. Thus they need to be specified for Level 3 as follows:
   Violin - 3rd position,
   Viola - 3rd position,
   'Cello - 1/2, 2nd, 3rd and 4th positions and extensions,
   Bass - 1/2, 2nd, 3rd and 4th positions and extensions.)

2. Play at sight melodies which, because of extended range or convenience of finger patterns, require the use of position(s) other than first. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 3 as follows:
   Violin - 3rd position,
   Viola - 3rd position,
   'Cello - 1/2, 2nd, 3rd and 4th positions and extensions,
   Bass - 1/2, 2nd, 3rd and 4th positions and extensions.)

3. Play natural harmonics.

4. Tune his/her instrument.

5. Perform using legato bow strokes.

6. Perform using spiccato bow strokes.

7. Play melodies marked with 4-note slurs.

8. Play melodies in major keys up to and including 3 sharps and 2 flats.

9. Write and play major scales through 3 sharps and 3 flats.

10. Perform e, b and a natural minor scales.

11. Play a trill.

12. Perform seconds, thirds, fourths, sixths and sevenths formed with one fingered and one open string. (Omit Bass.)

13. Perform at sight seconds, thirds, fourths, sixths and sevenths formed with one fingered and one open string. (Omit Bass.)

14. Play triads in major keys. (Three players.)

15. Participate in the performance of a round.

16. Interpret D.C. al Fine.

17. Demonstrate understanding of multiple endings.

18. Interpret D.S.

19. Perform at sight music containing sixteenth notes.

20. Play at sight eighth note triplets.

21. Play meter in 6.

22. Interpret a tempo in musical performance.

23. Demonstrate contrasting dynamics: pp, p, mp, mf, f, ff.

24. Play melodies utilizing both resonant and intense tone qualities.

25. Distinguish between vibrato and non-vibrato playing.

26. Play melodies with vibrato.

27. Play a melody Con Sordino.

M2/V4/86

Instrumental Music--Strings IV

Levels 7-12 - This level of study provides further development of playing skills, e.g., double stops, vibrato.

Learning Outcomes - The learner will:

1. Play melodies in major keys up to and including 3 sharps and 3 flats.
2. Play major scales through 3 sharps and 3 flats.
3. Play harmonic minor scales through 2 sharps and 2 flats.
4. Identify harmonic minor melodies.
5. Play grace notes.
6. Play unisons and octaves formed with one open string and one string fingered in third position. ('Cellos and basses in fourth position.)
7. Play sixths in first positon. (Exclude basses.)
8. Participate in the performance of a round. (Using first and third positions; 'cellos and basses in fourth position.)
9. Identify a rondo.
10. Perform meter in 5.
11. Perform meter in 9.
12. Play syncopated rhythm patterns.
13. Play at sight pieces marked largo.
14. Interpret music using contasting dynamics.
15. Play melodies using both resonant and intense tone qualities.
16. Play melodies with vibrato.
17. Demonstrate characteristics of good ensemble playing.

N1/V4/86

Levels 8-12 - This level of study provides for the further development of playing skills, e.g., additional finger positions, ensemble playing.

Learning Outcomes - The learner will:

1. Play melodies in major keys up to and including 4 sharps and 4 flats.
2. Play major scales through 4 sharps and 4 flats.
3. Play melodies in minor keys up to and including 2 sharps and 2 flats.
4. Play melodic minor scales up to and including 2 sharps and 2 flats.
5. Identify melodic minor melodies.
6. Identify the tonal center and mode of a melody.
7. Play melodies which, because of extended range or convenience, require the use of additional position(s). (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 5 as follows:
   Violin - 2nd position,
   Viola - 2nd postion,
   'Cello and bass - 5th and 6th positions and extensions.)
8. Participate in the performance of a duet. (First and third positions; 'cellos and basses use fourth positions.)
9. Identify thirds.
10. Identify an introduction.
11. Identify a coda.
12. Play subdivided meter.
13. Interpret the rhythmic subdivisions of music script.
14. Play at sight pieces marked allegretto.
15. Interpret sforzando and sforzato.
16. Identify characteristic tone qualities of each of the four strings on his/her instrument.
17. Demonstrate characteristics of good ensemble (quartet) playing.

Adolescent Education

Instrumental Music--Strings VI

Levels 9-12 - This level of study provides for the refinement of playing skills, e.g., higher finger positions, artificial harmonics, chords, meter changes.

Learning Outcomes - The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 6 as follows:
   Violin - 4th and 5th positions,
   Viola - 4th and 5th positions,
   'Cello and Bass - 5th and 6th positions and extensions.
   For 'Cello and Bass this is a continuation of level five study.)

2. Play at sight, melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for Level 6 as follows:
   Violin - 4th and 5th positions,
   Viola - 4th and 5th positions,
   'Cello and Bass - 5th and 6th positions and extensions.
   For 'Cello and Bass this is a continuation of level five study.)

3. Play melodies in minor keys up to and including 4 sharps and 3 flats.

4. Play minor scales through 4 sharps and 3 flats.

5. Play a chromatic scale.

6. Interpret a double sharp (x).

7. Interpret a double flat (bb).

8. Play sixths using extended range positions. (Basses excluded.)

9. Play stopped octaves and fifths. (Basses excluded.)

10. Play thirds in the first three positions. (Exclude 'cellos and basses.)

11. Participate in the performance of a duet using first, third and fifth positions. ('Cello and bass use first, second and fourth positions.)

12. Play 3- and 4-note chords.

13. Identify arpeggiated I, IV and V^7 chords.

14. Play meter in 7.

15. Play meter in 12.

16. Play melodies with changing meters.

17. Interpret accelerando.

18. Interpret contrasting dynamics.

19. Interpret f subito and p subito.

20. Play with different speeds of vibrato.

21. Demonstrate characteristics of good ensemble (string orchestra) playing.

P2/V4/86

Instrumental Music--Strings VII

Levels 10-12 - This level of study provides for the refinement of playing skills, e.g., embellishment, double stops in higher positions, arpeggios, ensemble playing.

Learning Outcomes - The learner will:

1. Play melodies in major keys.
2. Play all major scales.
3. Play melodies in minor keys.
4. Play all minor scales.
5. Play a turn ( ).
6. A. Violin and Viola: Play artificial harmonics.
   B. 'Cello and Bass: Identify artificial harmonics.
7. Play double stopped perfect fourths. (Exclude 'cellos and basses.)
8. Play major or minor double stopped sixths using higher range positions. (Exclude 'cellos and basses.)
9. Play arpeggiated chords in root position and in the first inversion.
10. Participate in the performance of a duet. (First, third and fifth positions; 'cellos and basses in first, second and fourth postions.)
11. Participate in the performance of a trio.
12. Identify a counter melody.
13. Identify tone clusters.
14. Identify the subject of a fugue.
15. Identify a countersubject in a fugue.
16. Play in $\frac{5}{8}$ meter.
17. Play in $\frac{7}{8}$ meter.
18. Explain terraced dynamics.
19. Describe timbral characteristics of specific instruments.

20. Demonstrate characteristics of good ensemble (full orchestra) playing.

Q2/V4/86

Instrumental Music--Strings VIII

Levels 11-12 - This level of study provides for the further refinement of playing skills, e.g., upper positions, double stops--octaves and fifths, mechanical adjustment of instruments. The Baroque suite and sonata allegro form are studied.

Learning Outcomes - The learner will:

1. Play melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. (These positions are different for the various stringed instruments. Thus, they need to be specified for level 8 as follows:
   Violin - 6th position and above,
   Viola - 6th position and above,
   'Cello - Thumb position,
   Bass - Extreme upper position.)
2. Select and prepare a solo.
3. Evaluate his/her solo performance.
4. Play double stopped octaves and fifths. (Exclude basses.)
5. Play double stopped thirds and sixths. (Exclude basses.)
6. Compare two-, three-, and four-part harmony.
7. Interpret the movements of a Baroque Suite.
8. Identify the three parts of a movement in Sonata Allegro form.
9. Play melodies with changing meters.
10. Interpret tempo changes within a piece.
11. Play at sight a piece containing terraced dynamics.
12. Adjust an instrument for optimum tone quality.
13. Distinguish between instruments having correctly placed sound posts and those with sound posts incorrectly placed.

R1/V4/86

Adolescent Education

Instrumental Music--Strings IX

Level 12 - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and stylistic interpretation. The symphony and concerto forms are studied.

Learning Outcomes - The learner will:

1. Play melodies which, because of extended range, convenience of finger patterns or sound stipulations, require the use of the higher positions.
2. Interpret a solo.
3. Play double stopped octaves and fifths. (Exclude basses.)
4. Play double stopped thirds and sixths. (Exclude basses.)
5. Play arpeggiated i, iv and V^7 chords in minor keys.
6. Describe a symphony.
7. Describe a concerto.
8. Play at sight melodies having metric modulations.
9. Play melodies requiring subdivision of the beat.
10. Conduct tempo changes.
11. Interpret contrasting dynamics.
12. Critique ensemble tone quality.

S1/V4/86

Area of Study: Instrumental Music--Winds and Percussion

The area of study, Instrumental Music--Winds and Percussion, is a Middle and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing the standard brass, woodwind and percussion instruments used in bands and orchestras.

Middle Childhood Education, Adolescent Education

Instrumental Music--Winds and Percussion I
Levels 5-12 - This level of the elective area of study provides for the development of basic playing skills, e.g., good embouchure, tone quality, fingerings, and the interpretation of musical notation.

Instrumental Music--Winds and Percussion II
Levels 6-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, staccato, good intonation.

Instrumental Music--Winds and Percussion III
Levels 7-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, sight reading, articulation. Ensemble playing is introduced.

Instrumental Music--Winds and Percussion IV
Levels 8-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, arpeggios, grace notes.

Adolescent Education

Instrumental Music--Winds and Percussion V
Levels 9-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, arpeggios, trills, and rhythmic patterns.

Instrumental Music--Winds and Percussion VI
Levels 10-12 - The level of study provides for the refinement of playing skills, e.g., additional keys, interpretation of music script, polymeters. Stage band rhythms are introduced.

Instrumental Music--Winds and Percussion VII
Levels 11-12 - This level of study provides for the refinement of playing and sight reading skills, e.g., precise rhythmic articulation, changing meters, rubato. Use of vibrato is introduced.

Instrumental Music--Winds and Percussion VIII
Levels 12 - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and interpretation.

Area of Study: Instrumental Music--Winds and Percussion

The area of study, Instrumental Music--Winds and Percussion, is a Middle and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in playing the standard brass, woodwind and percussion instruments used in bands and orchestras.

Middle Childhood Education, Adolescent Education

Instrumental Music--Winds and Percussion I

Levels 5-12 - This level of the elective area of study provides for the development of basic playing skills, e.g., good embouchure, tone quality, fingerings, and the interpretation of musical notation.

Learning Outcomes - The learner will:

1. Play, from staff notation, melodies based upon the concert major scales of F, Bb and Eb.
2. Notate and play a major scale.
3. Play from staff notation, melodies based upon the minor scales of d, g and c.
4. Play legato melodies marked with two- and three-note slurs. (Brass and woodwinds only.)
5. Play an instrumental solo.
6. Participate in the performance of a duet.
7. Participate in the performance of a three-part round.
8. Match pitches with good intonation. (Brass and woodwinds only.)
9. Identify like and unlike musical phrases and/or sections.
10. Interpret the meaning of the repeat sign.
11. Interpret D.C. al Fine.
12. Interpret the symbol D. S. al Fine.
13. Interpret a measure repeat sign.
14. Demonstrate a steady beat.
15. Play meter in and 2, 3 and 4.
16. Play tied notes.
17. Interpret a fermata.

18. Play a multiple bounce exercise. (Percussion only.)

19. Play single strokes. (Percussion only.)

20. Play a five stroke roll. (Percussion only.)

21. Play the nine stroke roll. (Percussion only.)

22. Play flams. (Percussion only.)

23. Play ruffs. (Percussion only.)

24. Play the seventeen stroke roll. (Percussion only.)

25. Differentiate among tempos (allegro and andante).

26. Interpret the dynamic markings p and f.

27. Identify by sound, musical instruments used in beginning band.

28. Describe the method of tone production for brass instruments.

29. Describe the method of tone production for woodwind instruments.

30. Describe the method of sound production of percussion instruments.

31. Differentiate between good and poor tone quality.

Instrumental Music--Winds and Percussion II

Levels 6-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, staccato, good intonation.

Learning Outcomes - The learner will:

1. Play at sight melodies in the concert keys of C, F, Bb, Eb and Ab.
2. Play from memory major scales in the concert keys of C, F, Bb, Eb and Ab.
3. Play chromatic passages.
4. Play diatonic intervals (M2, M3, P4, P5, M6, M7 and P8).
5. Perform at sight a melody written in a minor key.
6. Play legato melodies marked with four-note slurs. (Brass and woodwinds only).
7. Play staccato passages.
8. Perform a counter melody.
9. Identify binary (AB) form.
10. Identify ternary (ABA) form.
11. Demonstrate understanding of multiple endings.
12. Perform at sight music containing sixteenth notes.
13. Play triplets.
14. Play a meter in 6.
15. Play a seven stroke roll. (Percussion only.)
16. Play flam accents number 1 and number 2. (Percussion only.)
17. Play the thirteen stroke roll. (Percussion only.)
18. Play the flam tap. (Percussion only.)
19. Play the flamacue. (Percussion only.)
20. Demonstrate single, double and triple paradiddles. (Percussion only.)

21. Interpret the marking Rit., Ritard or Ritardando.

22. Interpret a tempo.

23. Demonstrate mf, mp, f and p.

24. Interpret crescendo and decrescendo.

25. Interpret accents.

26. Identify and classify by sound wind and percussion instruments.

27. Demonstrate proper techniques of playing the bass drum, cymbals and triangle. (Percussion only.)

28. Play melodies using acceptable tone. (Brass and woodwinds only.)

I4/V5

Instrumental Music--Winds and Percussion III

Levels 7-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, sight reading, articulation. Ensemble playing is introduced.

Learning Outcomes - The learner will:

1. Play at sight melodies in the concert keys of C, G, F, Bb, Eb, and Ab.
2. Notate and play the C, G, F, Bb, Eb and Ab major scales.
3. Perform at sight a harmonic minor melody.
4. Notate and play minor scales.
5. Play a chromatic scale.
6. Interpret at sight a modulation.
7. Identify a coda.
8. Demonstrate his/her understanding of meter in 5.
9. Perform at sight music containing syncopation.
10. Play the flam paradiddle (flamadiddle). (Percussion only).
11. Play the single drag. (Percussion only.)
12. Play "Lesson 25." (Percussion only.)
13. Play the double drag. (Percussion only.)
14. Play in tempo adagio and tempo moderato.
15. Interpret Accelerando.
16. Interpret the dynamic markings pianissimo, piano, mezzo piano, mezzo forte, forte and fortissimo in a musical performance.
17. Demonstrate crescendo and decrescendo.
18. Demonstrate characteristics of good ensemble playing.

I5/V5

Instrumental Music--Winds and Percussion IV

Levels 8-12 - This level of study provides for the further development of playing skills, e.g., additional fingerings, arpeggios, grace notes.

Learning Outcomes - The learner will:

1. Play at sight melodies in the concert keys of C, G, F, Bb, Eb, Ab and Db major.
2. Play from memory a relative minor scale.
3. Notate and play a chromatic scale.
4. Play grace notes.
5. Play arpeggios.
6. Perform a canon.
7. Perform at sight a melody containing a change of meter.
8. Play the single ratamacue. (Percussion only.)
9. Play the double ratamacue. (Percussion only.)
10. Play the triple ratamacue. (Percussion only.)
11. Demonstrate the anticipated seven stroke roll. (Percussion only.)
12. Play the fifteen stroke roll. (Percussion only.)
13. Demonstrate presto and largo.
14. Interpret sfz.
15. Interpret sfp.
16. Demonstrate increasing ability to produce pleasing tone quality.

I6/V5

Adolescent Education

Instrumental Music--Winds and Percussion V

Levels 9-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, arpeggios, trills, and rhythmic patterns.

Learning Outcomes - The learner will:

1. Play melodies in major keys up to and including 4 sharps and 5 flats.
2. Play from memory major scales through 4 sharps and 5 flats.
3. Play a trill.
4. Interpret a double sharp (X).
5. Interpret a double flat (bb).
6. Play arpeggiated I chords in major keys up to and including 4 sharps and 5 flats.
7. Identify the subject of a fugue.
8. Play meter in 7.
9. Play meter in 9.
10. Play meter in 12.
11. Play the ten stroke roll. (Percussion only.)
12. Play the drag paradiddle number 1. (Percussion only.)
13. Play the drag paradiddle number 2. (Percussion only.)
14. Play the flam paradiddle-diddle. (Percussion only.)
15. Demonstrate the relationship of tempo indications to metronome markings.
16. Play conducted dynamic changes.
17. Play staccato, marcato and legato.
18. Demonstrate increasing awareness of good ensemble playing.
19. Play timpani. (Percussion only.)

I7/V5

Instrumental Music--Winds and Percussion VI

Levels 10-12 - This level of study provides for the refinement of playing skills, e.g., additional keys, interpretation of music script, polymeters. Stage band rhythms are introduced.

Learning Outcomes - The learner will:

1. Play melodies in major keys up to and including five sharps and six flats.
2. Play from memory major scales through five sharps and six flats.
3. Play a turn.
4. Play arpeggiated and I and V^7 chords in major keys up to and including 2 sharps and 2 flats.
5. Identify a counter melody.
6. Perform and identify march form.
7. Perform and describe the structure of a concerto.
8. Interpret the rhythmic subdivision of music script, (e.g., $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, $\frac{6}{4}$).
9. Play polymeters.
10. Play standard stage band rhythms. (Percussion only.)
11. Explain terraced dynamics.
12. Describe the tonal qualities of selected mallets.

I8/V5

Instrumental Music--Winds and Percussion VII

Levels 11-12 - This level of study provides for the refinement of playing and sight reading skills, e.g., precise rhythmic articulation, changing meters, rubato. Use of vibrato is introduced.

Learning Outcomes - The learner will:

1. Play at sight melodies in major keys.
2. Play at sight melodies in minor keys.
3. Evaluate his/her performance of a solo passage.
4. Identify rondo form.
5. Demonstrate precise rhythmic articulation.
6. Play melodies with changing meters.
7. Play melodies requiring subdivision of the beat.
8. Perform augumentation and diminution.
9. Play rubato passages.
10. Interpret dynamic changes.
11. Play melodies requiring mutes. (Appropriate instruments only.)
12. Play melodies with vibrato. (Brass and woodwinds only, except clarinet and French horn.)
13. Demonstrate proper techniques of playing chimes and gong. (Percussion only.)
14. Demonstrate proper techniques of playing Latin American percussion instruments. (Percussion only.)

I9/V5

Adolescent Education

Instrumental Music--Winds and Percussion VIII

Levels 12 - At this level of study emphasis is placed upon dexterity, playing skill, sight reading and interpretation.

Learning Outcomes - The learner will:

1. Play major and relative minor scales.
2. Play major and minor scales in thirds.
3. Interpret an instrumental solo passage with proper style.
4. Play arpeggiated major and minor triads.
5. Improvise background "fills." (Percussion only.)
6. Compare formal structures.
7. Demonstrate different combinations of articulation.
8. Play at sight a melody having metric modulations.
9. Play conducted tempo changes.
10. Interpret contrasting dynamics.
11. Describe timbral characteristics of specific instruments.

I10/V5

Area of Study: Choral Music

The area of study, Choral Music, is a Middle Childhood and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in use of the singing voice.

Middle Childhood Education, Adolescent Education

Choral Music I
Levels 6-12 - This level of the area of study provides emphasis upon basic music reading skills and development of good vocal production, e.g., pleasing tone quality, intonation.

Choral Music II
Levels 7-12 - This level of study provides for the further development of music reading skills, vocal techniques and ensemble singing, e.g., balance, blend, intonation, resonance.

Choral Music III
Levels 8-12 - This level of study provides for the further development of vocal technique, ensemble singing and sight singing. The musical form of the chorale is studied.

Adolescent Education

Choral Music IV
Levels 9-12 - This level of study provides for the refinement of vocal technique, sight reading and ensemble performance skills. Musical form studied is the cantata.

Choral Music V
Levels 10-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The operetta and musical are studied.

Choral Music VI
Levels 11-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The oratorio is studied.

Choral Music VII
Level 12 - At this level of study emphasis is placed upon vocal facility, technique, sight reading and interpretation.

D1/D86

Area of Study: Choral Music

The area of study, Choral Music, is a Middle Childhood and Adolescent Education sequence of study which constitutes a body of knowledge to be offered in the public schools of West Virginia. This area of study is devoted to the development of skill in use of the singing voice.

Middle Childhood Education, Adolescent Education

Choral Music I

Levels 6-12 - This level of the area of study provides emphasis upon basic music reading skills and development of good vocal production, e.g., pleasing tone quality, intonation.

Learning Outcomes - The learner will:

1. Sing at sight a melody (at least eight measures) in a major key.
2. Demonstrate proper attacks and releases.
3. Demonstrate legato singing.
4. Demonstrate staccato singing.
5. Sing unison songs from score notation.
6. Sing two-part songs from score notation.
7. Sing arpeggiated major triads.
8. Identify binary (AB)form.
9. Identify ternary (ABA) form.
10. Identify phrases.
11. Perform at sight rhythm patterns in meter in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.
12. Perform a song in $\frac{6}{8}$.
13. Perform a melody containing syncopation.
14. Perform a piece containing meter changes.
15. Interpret the tempo markings ritardando and a tempo.
16. Demonstrate the tempo markings allegro and andante.
17. Interpret a fermata.
18. Interpret the symbols p, mp, mf and f (piano, mezzo piano, mezzo forte, and forte) in musical performance.
19. Interpret crescendo and decrescendo marks.

20. Demonstrate good tone production in singing unison and two-part songs.

21. Describe four characteristics of good tone production.

22. Classify soprano, alto, cambiata, tenor and bass voices.

C2/D86

Choral Music II

Levels 7-12 - This level of study provides for the further development of music reading skills, vocal techniques and ensemble singing, e.g., balance, blend, intonation, resonance.

Learning Outcomes - The learner will:

1. Sing major and perfect intervals.
2. Perform a minor melody.
3. Sing with proper use of metrical and textual accents.
4. Sing at sight a two-part choral composition in a major key.
5. Sing three-part songs from score notation.
6. Sing arpeggiated major and minor triads.
7. Aurally identify major and minor triads.
8. Participate in the performance of a canon.
9. Describe the imitative construction of a canon.
10. Participate in the performance of a spiritual.
11. Identify three characteristics of the spiritual.
12. Demonstrate the phrase structure of a composition (using proper breathing).
13. Perform at sight rhythm patterns in meter in $\frac{6}{8}$.
14. Perform a syncopated ostinato.
15. Perform at sight a rhythm pattern containing meter changes with the beat remaining constant.
16. Demonstrate the tempo markings adagio, moderato and allegretto.
17. Interpret the marking accelerando (accel.).
18. Interpret the symbols pp and ff (pianissimo and fortissimo) in musical performance.
19. Sing a sustained pitch using using crescendo and descrescendo.
20. Demonstrate good tone production in singing two- and three-part songs.

C3/D86

Choral Music III

Levels 8-12 - This level of study provides for the further development of vocal technique, ensemble singing and sight singing. The musical form of the chorale is studied.

Learning Outcomes - The learner will:

1. Sing at sight major and perfect intervals.
2. Sing at sight a minor melody (at least eight measures long).
3. Interpret accent (>) and tenuto (–) marks in choral singing.
4. Sing letter names of a melody written in bass clef.
5. Sing at sight a three-part choral composition in a major key.
6. Perform a two-part choral composition in a minor key.
7. Identify from score notation major and minor triads.
8. Sing the I, IV and V^7 chords.
9. Aurally identify the I, IV and V7 chords.
10. Participate in the performance of a chorale.
11. Identify two characteristics of the chorale form.
12. Use proper breathing and dynamics in the interpretation of phrases.
13. Demonstrate the phrase structure of a composition (using proper breathing and dynamics).
14. Perform at sight a syncopated rhythmic pattern.
15. Perform meter changes (such as $\frac{2}{4}$-$\frac{3}{8}$-$\frac{2}{4}$) in which the eighth note remains constant.
16. Perform a melody in cut time.
17. Perform rhythmic augmentation and diminution of a melody.
18. Demonstrate the tempo markings presto and largo.
19. Interpret symbols ppp and fff (pianississimo and fortississimo) in a musical performance.
20. Demonstrate good tone production while singing in a small ensemble.
21. Describe characteristics of the changing voice.

C4/D86

Adolescent Education

Choral Music IV

Levels 9-12 - This level of study provides for the refinement of vocal technique, sight reading and ensemble performance skills. Musical form studied is the cantata.

Learning Outcomes - The learner will:

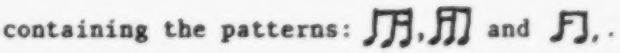
1. Sing intervals m2, m3, m6 and m7.
2. Sing natural, melodic and harmonic minor scales.
3. Demonstrate marcato singing.
4. Sing a four-part choral composition from score notation.
5. Identify written I, IV and V7 chords.
6. Sing the i, iv and V7 chords.
7. Aurally identify the i, iv and V7 chords.
8. Sing a movement from a cantata.
9. Identify three characteristics of the cantata.
10. Demonstrate the phrase structure of an unfamiliar composition (using proper breathing and dynamics).
11. Sing sixteenth note passages at sight.
12. Sing at sight music containing patterns.
13. Sing at sight music containing triplets of eighth notes.
14. Perform a song using $\frac{3}{8}$, $\frac{9}{8}$ or $\frac{12}{8}$ meter.
15. Demonstrate rallentando.
16. Interpret dynamic markings in an unfamiliar composition.
17. Demonstrate good tone production in a three- or four-part song.

C5/D86

Choral Music V

Levels 10-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The operetta and musical are studied.

Learing Outcomes - The learner will:

1. Sing at sight minor intervals m2, m3, m6 and m7.
2. Sing a chromatic scale of one octave ascending and descending.
3. Demonstrate techniques of portamento and glissando.
4. Sing at sight a four-part choral composition.
5. Identify written i, iv and V7 chords.
6. Participate in the performance of a number from an operetta/ musical.
7. Describe characteristics of an operetta/musical.
8. Perform at sight music containing the patterns:  and .
9. Perform songs using meters in 5 and 7.
10. Demonstrate the tempo markings lento, grave, vivo and vivace.
11. Interpret p subito.
12. Demonstrate fp.
13. Demonstrate the production of "dark" and "bright" vowels with good tone quality.
14. Demonstrate characteristics of good tone production in a four-part ensemble.

C6/D86

Choral Music VI

Levels 11-12 - This level of study provides for the further refinement of vocal technique, sight reading and ensemble performance skills. The oratorio is studied.

Learning Outcomes - The learner will:

1. Sing a melody based upon a modal scale (dorian, phrygian, lydian, mixolydian or locrian).
2. Demonstrate proper techniques in singing an extended melismatic passage.
3. Participate in the performance of a four-part polyphonic composition.
4. Sing a four-part choral composition (one singer per part).
5. Participate in the performance of a movement from an oratorio.
6. Identify three characteristics of the oratorio form.
7. Sing a song containing $\overset{3}{\overbrace{\text{♩ ♩ ♩}}}$.
8. Perform songs using $\frac{3}{2}$ or $\frac{4}{2}$ meter.
9. Demonstrate rubato.
10. Interpret tempo primo.
11. Demonstrate terraced dynamics.
12. Define terraced dynamics.
13. Demonstrate natural vibrato and straight tone.

C7/D86

Choral Music VII

Level 12 - At this level of study emphasis is placed upon vocal facility, technique, sight reading and interpretation.

Learning Outcomes - The learner will:

1. Interpret a solo.
2. Perform compositions notated with contemporary and/or non-traditional symbols.
3. Sing at sight a melody written in standard notation and at least 32 measures long.
4. Sing at sight a four-part polyphonic composition.
5. Participate in the performance of a madrigal or motet.
6. Identify three characteristics of the madrigal or motet.
7. Interpret standard, jazz and rock rhythms.
8. Demonstrate ad libitum.
9. Demonstrate tempo changes.
10. Interpret sfz.
11. Interpret sfp.
12. Evaluate a vocal performance.
13. Demonstrate the appropriate stylistic tone quality when singing a polyphonic composition.
14. Maintain uniform tone quality throughout his/her vocal range.

C8/D86